Faculty Development for Virtual Residency

1. Pedagogy
   1. Learn the content & Platform of the Virtual Residency
      1. Using the same platform that the students will be using.
      2. Participate in the Virtual Environment as a learner gives the framework for student support.
      3. Difference type of interactions:
         1. Synchronous – Video (1:1, Small Group)
         2. Synchronous – Chat
         3. Synchronous – Web Conference (Large Group)
         4. Asynchrounous – Discussion Boards (are we getting our best to be faculty?)
         5. Collaboration & Creation – Wikis, Blogs, etc.
   2. Shift in Pedagogical Practices
      1. How does learning change between face2fac
         1. Stahl et al. (2006) have argued: “CSCL [computer-supported collaborative learning] requires a focus on the meaning-making practices of collaborating groups and on the design of technological artifacts to mediate interaction” (p. 409). (jarmon, jvlr)
      2. Voice & Tone: “Facilitating Online Learning: Effective Strategies for Moderators.”
      3. Personas & Avatars (are we using avatars?)
         1. presence of avatars can increase engagement and learning beyond computer-mediated communication without such agents (Atkinson et al., 2005). (jarmon, jvlr)
      4. “The framework consists of six lenses through which curricular interventions designed for virtual worlds might be analysed and critically evaluated, hopefully even during the early planning stages. These lenses – termed the six ‘learnings’ – are not conceived of as either hierarchical or mutually exclusive.” (Lim, 2009)
         1. Learning by exploring;
         2. Learning by collaborating;
         3. Learning by being;
         4. Learning by building;
         5. Learning by championing; and
         6. Learning by expressing.
2. Technology
   1. Learn: ELMS – self-paced.
      1. Atomic Learning, Lynda or other asynchronous modules.
   2. Extra support as needed for different levels of technology leaders
      1. Coffee Breaks or Brown Bag Lunches during training.
   3. Demonstrate as a learner and as a leader
   4. Play around in a safe environment & small groups
   5. Perform as a leaders with small groups
3. Support
   1. How do provide technology support in a synchronous environment is very different than our current eCampus discussion groups.
   2. “Student responses confirm students want the increased opportunities for live, media-rich interaction afforded by Second Life in order to enhance their understanding and application of the course content, but that they do not want the technological or learning curve challenges to overwhelm the course content.” (Walker, 2009)
   3. “Make sure instructors and students are committed to using the environment and encourage flexibility when technical problems occur.” (Walker, 2009)

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